IFLA SET PRESENTS

Putting Emerging LIS Competencies into Education and Practice: Challenges and Opportunities

Day 1
Brought to you by
Education and Training Section
Thursday, 19 November 2020
15:00-16:30 CEST*

*Central European Standard Time
From checklists to critical thinking: Updating information analysis in the age of fake news

Julie Biando Edwards
Niche Academy, United States
Outline

1. A story
2. What is lateral reading?
3. Reaching LIS students
4. Reaching librarians
5. Reaching patrons
Once upon a time in 2016...
What is lateral reading?

Using the web, as a web, to get information about unfamiliar sites, photos, videos, etc.

Lateral reading involved quickly leaving the original source to find out about it using other sources.
Key knowledge and skills

● **Take bearings**: leave an unfamiliar page right away to get a sense of how it fits in with the larger information ecosystem.

● **Develop a list of reputable sources**, including what others say about them.

● **Practice click restraint**. They don’t get caught up in what they find interesting, but they focus on the task at hand - evaluating the reliability of a site.

● **Don’t take things at face value** - including references, domain names, or About Us pages.
Key questions

1. Who is behind the information I am looking at?

2. Where is the evidence that supports the claims made here?

3. What do other sources say?
Mistakes historians & students made

- Trusting a .org

- Being impressed with abstracts, data presentation, and lists of references (without verifying anything).

- Being impressed by official looking logos and good design.

- Deep reading an unfamiliar webpage.

- Accepting the “About Us” page at face value.

- Clicking on links that caught their interest, rather than link that could tell them something about the site.
Reaching LIS students

“Students Learned What We Taught Them.”

- Require *basic* information literacy courses.

- Teach professional IL standards, pedagogy, and instruction *separately*. 
Reaching librarians

- Invest in lateral reading, algorithmic, and mis- and dis-information reading, education, and training.
- Use conference and professional development opportunities to up-skill librarians.
- Create workplace practices that recognize and treat librarians as information professionals.
“The idea that students will become effective web searchers after a one-off presentation is wishful thinking.”

- In academic libraries, move away from one-shot sessions and revamp information analysis tools.

- In public libraries, create meaningful classes and programming to develop civic and digital literacy.

- Beyond public libraries, utilize librarians’ skills in businesses, non-profits, and organizations.
Sources and resources

Baer, A., & Kipnis, D. G. (2020). SIFTing and Four-Moving Online: Opportunities and Challenges with Teaching Lateral Reading through an Online Module.

Baer, A., & Kipnis, D. G. Tutorial: Evaluating Online Sources through Lateral Reading. Rowan University.


Sources and resources


Stanford History Education Group (2016) “*Evaluating Information: The Cornerstone of Civic Online Reasoning*”

Stanford Center for *Civil Online Reasoning*.


Thank You

julie@nicheacademy.com

Questions? Discussion?
thank you

Check out our other IFLA events at www.ifla.org/events/all

Visit our Unit’s webpage to find out more about our work at https://www.ifla.org/set